

# Emotion: 4-state principle of emotion v2.1

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In the 4-state principle, each state is the combination of 2 pairs of opposite elements: SELF-CONTROL opposite to UNDER CONTROL; DID opposite to DID NOT. The elements are described as following:

**SELF-CONTROL:** We suppose we have the right, privilege, and permission to do something without surveillance or control of other people. For instance: I'm over 18, I can go out with my friends at night without parents permission.

**UNDER CONTROL:** Opposite to SELF-CONTROL element. It means we suppose we are under surveillance, under control of someone/something. For instance: I'm under surveillance of the supervisor.

**DID:** Emphasize the action that we DID do something to cause a consequence. For instance: I DID throw the rock to the window that made the landlord angry. I DID go to school late that made the teacher unpleasant.

**DID NOT:** Opposite to DID element. For instance: I did not do anything to make him frustrated. I did not do anything to make my parents proud.

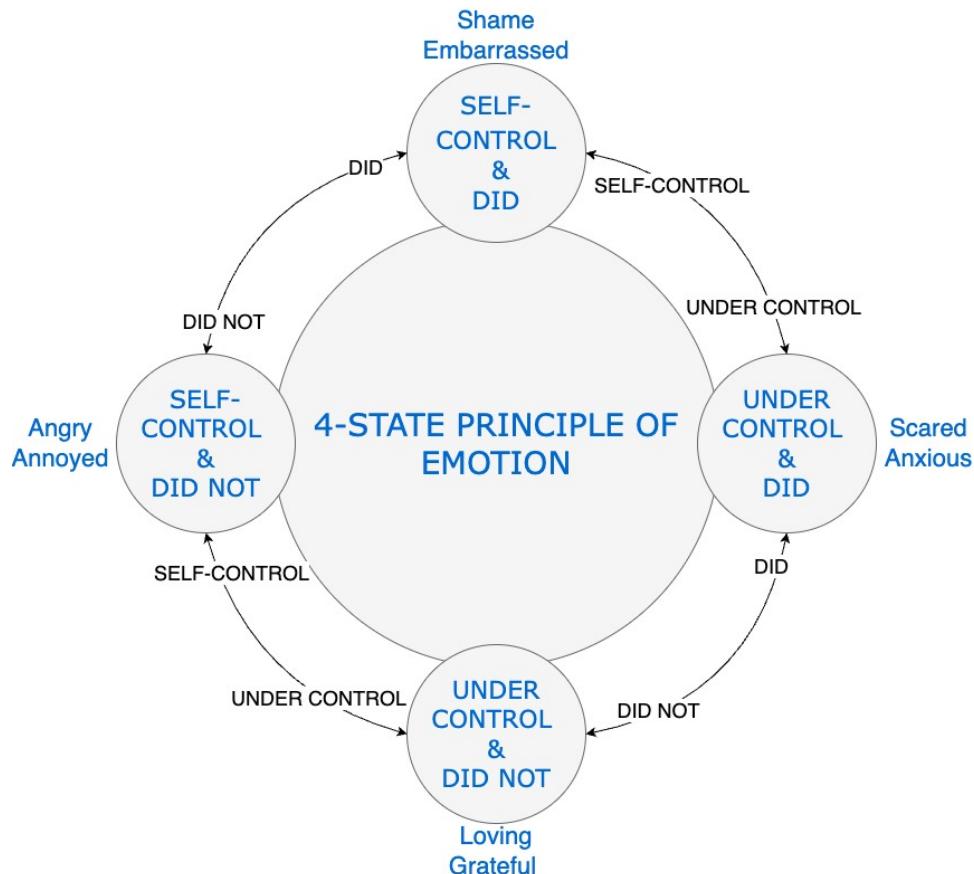


FIG. 1. 4-state principle of emotion

The emotion states are described as:

State with **SELF-CONTROL & DID NOT** : will cause angry, annoyed, frustrated (etc.) emotions. For instance: A woman told her husband she has to go out with her colleagues that Sunday evening. The husband got annoyed without particular reason. She supposed she has the right to do that and she did not do any to make him annoyed all day long. That drives her mad.

State with **SELF-CONTROL & DID** : will cause shame, embarrassed (etc.) emotions. For instance: A student is self-confident that he can solve the math problem. But when writing the solution on the board, he made a small mistake that made his answer incorrect. That makes him embarrassed.

State with **UNDER CONTROL & DID NOT** : loving, grateful (etc.) emotions. For instance: A young boy realizes how careful his parents take care of him while he still has not done anything helpful to his parents.

State with **UNDER CONTROL & DID** : will cause scared, worried, anxious (etc.) emotions. For instance: The young girl has no permission to use her mother's cell phone but she took it and accidentally dropped it down on the floor. As a result, she's scared when the cell phone broke down.

Let's consider the above circle of 4-state principle of emotion by another example:

A teacher got angry when his student had not done homework the previous day. He supposes he has the privilege to monitor his students and he had not disciplined his class strictly enough (emotional state SELF-CONTROL & DID NOT). That made him angry and the student had to receive detention for writing apology sentences again over and over again in 2 hours after class. In the afternoon, the student's aunt went to the school to pick him up and realized he was still in the classroom. She got angry and threatened she would sue the school because her nephew did nothing wrong. She said the student did not finish his homework because his mother got sick and he had to take care of her all day long. The math teacher at that time felt shame and sorry for his strict discipline. He realized he has the right to judge the student but he is too hurried to come to the conclusion about him (emotional state SELF-CONTROL & DID). Further the teacher may also feel worried because the student's aunt could sue him for his strict discipline (emotional state UNDER CONTROL & DID).

In the example above there's a natural switching among the teacher emotions from anger

(state SELF-CONTROL & DID NOT) to embarrassment (state SELF-CONTROL & DID) to fear (state UNDER CONTROL & DID) which is also illustrated in the image.

For each emotional state, the different shapes of each element will cause different emotions. For instance: In the case of the embarrassed student who gave the incorrect answer to the math problem, if the answer is pretty close to the right one, the student may feel embarrassed. But if the answer he gave turns out to be completely wrong, he might feel shame. So the shape of the situation of a small mistake is easier for the student to accept than the shape of the situation of a big mistake.